

INDIANA DEPARTMENT OF EDUCATION SUPPLEMENTAL EDUCATIONAL SERVICES

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

A+ Grades Up

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	<i>Unsatisfactory</i>	Lesson matches original description	<i>3 Meets Standard</i>	Criminal Background Checks	
Recruiting Materials		Instruction is clear	<i>3 Meets Standard</i>	Health/safety laws & regulations	
Academic Program		Time on task is appropriate	<i>3 Meets Standard</i>	Financial viability	
Progress Reporting	<i>Unsatisfactory</i>	Instructor is appropriately knowledgeable	<i>3 Meets Standard</i>		
Assessment and Individual Program Design	<i>Satisfactory</i>	Student/instructor ratio: 4-8:1	<i>3 Meets Standard</i>		

(As per the on-site monitoring rubric instructions, while monitoring/ observation of SES providers is completed annually, document and compliance analysis is completed every two years. Since A+ Grades Up's document and compliance analysis was completed during the 2006-2007 school year an observation and only a limited document analysis was completed for the 2007-2008 school year).

ACTION NEEDED: NONE

- Provider submitted a corrective action plan explaining how the organization will ensure 1) tutors receive appropriate trainings and 2) progress reports are shared in a timely manner and include all required content.

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: A+ Grades Up
REVIEWER: ST

DATE DOCUMENTATION RECEIVED: 1-8-08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<p>ALL of the following:</p> <p>-Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.)</p>	<p>-Instructor training agenda -Instructor training packet -Training completion log</p>	X		<p>-Instructor training packet effectively describes provider's policies for tutors as well as offers instructional strategies and techniques tutors are encouraged to use during lessons (matches provider's application); -Training log provides verification that tutors attended at least one professional development training; - While provider shares technical assistance e-mails with tutors, ongoing professional development trainings that focus on increasing tutor effectiveness, best strategies for increasing student performance/motivation, using manipulatives, individualized instruction, lesson planning, and other effective tutoring areas are not provided to tutors although the provider's application states the provider will offer tutors an "opportunity to attend periodic workshops" that focus on these areas.</p>
Progress Reporting	<p>ALL of the following:</p> <p>-Progress reports (see IDOE e-mail for details regarding the request for progress reports) -Timeline for sending progress reports</p>	<p>-Progress reports -Timeline for sending progress reports</p>	X		<p>-Progress reports are not in line with progress report approved in provider's application amendment (i.e. not all progress reports include standards addressed, instructional strategies used, etc.). In addition, statements that the student is "working" on a goal are vague and do not provide insight or evidence of student progress. -Progress reports are submitted in accordance to timeframe agreed to in SES Contracts with</p>

	-Documentation of reports sent				districts.
Assessment and Individual Program Design	ALL of the following: -Explanation of the process provider uses to develop Individual learning plans for each student - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards.	-Pre-assessment scores and Individual Achievement Plans -Explanation of process for Individual learning plan development -Assessment and State Standards Correlation chart		X	-Learning plan development process is appropriate; -Individual Achievement Plans share standards upon which students will focus, pre-test scores, timeline for reporting student progress, and the services planned to help each student achieve goals; -Correlation chart provides adequate examples of assessment's connection to Indiana Academic Standards.

On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: A+ Grades Up

SITE: Harrison Hill Elementary; Abraham Lincoln Elementary

TUTOR'S INITIALS (ALL TUTORS OBSERVED): Rm 32 & 33 tutors; M.W.

NUMBER OF LESSONS OBSERVED: 4

DATE: 12/6/07;12/10/07

REVIEWER: S.T. & M.C.; S.T & M.C.

TIME OF OBSERVATION: 4:17 p.m.; 4:30 p.m.

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		-As per provider's application, each student had an individualized lesson plan that highlighted activities/coursework for the student based on pre-assessment results; -Students worked independently within small or large groups on Finishline workbooks and worksheets (provider's curriculum) with a focus on Reading and Language Arts while tutors provided assistance when requested or while systematically checking in with students on their progress and or comprehension of the assignment; -Observed lessons match description in provider application (i.e. as per the application, students worked on provider's curriculum and tutors used techniques such as oral reading, comprehension monitoring, inferring meaning, question answering/generation, etc.).
Instruction is clear			X		-In large group sessions (8 or more students in the room with ratio of 6-8:1), when tutors worked one-on-one with students, tutors clearly communicated what was to be learned and were able to adequately adjust and modify instruction to that particular student's individual needs; However, in these same large group sessions when tutors provided directions/instruction to students in small groups (3-5 students) rather than one on one, tutors used the same method of instruction for all of the students with few modifications to accommodate variations in ability levels. In addition, due to excessive demands on tutors trying to balance responding to the needs of multiple students at once, some students waited long periods of time to receive assistance which at times left these students unclear as to how to proceed with lesson materials; -In large group sessions, a few students were not always clear on what was to be learned or in some cases what they should work on once they finished their work and were waiting for the tutor to check-in on their progress;

					- In the small group session, the tutor was easily able to provide individualized instruction to each student and also appropriately modified instruction when moving from student to student (and invariably from ability level to ability level). Each student had a clear understanding of what was to be learned and also what activities to move onto once they completed a lesson.
COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Time on task is appropriate			X		-In the small group session, students were engrossed in completing their lessons. The tutor did not have to redirect any of these students to return to their assignments; -In the large group sessions, when the tutors worked one-on-one with a student or with a small group of students, the students remained focused on the lesson; However, in some cases, when the tutor was not working directly with a student(s), students became off task (socializing, moving around the room, etc.) and had to be redirected to the task at hand. This was especially the case for students who were waiting for their tutor to review their answers to assignments.
Instructor is appropriately knowledgeable			X		-Tutors demonstrated appropriate knowledge of provider's curriculum and were able to clearly articulate how pre-assessment data was used to develop lesson plans. Tutors' explanations of tutoring session structure and lesson plans used were in line with provider's description of sessions and provider's application; -For the most part, tutors demonstrated tutoring strategies and techniques described in provider's Instructor Training. As per guidance from the training materials, some tutors were observed emphasizing study strategies, following the lesson plans provided, engaging students in their lessons, etc.
Student/instructor ratio:4-8:1			X		Observed ratio of 4-8:1 is in line with provider's application.